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## **FORMS FOR THE ORGANIZATION OF LEISURE ACTIVITIES OF CHILDREN AND ADOLESCENTS**

**Abstract.** The article reflects the various forms of organization of leisure activities of students outside school hours. Individual and group forms of leisure activities are studied in detail. Particular attention is paid to collective creative affairs. The conclusion is made about the importance of leisure activities for children in conditions of overloading the educational process and an abundance of information in modern society.

**Keywords:** extracurricular activities, leisure activities, games, creativity, students.

Extra-curricular work with students plays an important role in the development of the creative abilities of children and adolescents, since all age groups of the school period are characterized by the need and desire for active communication with peers with a focus on those forms of leisure during which direct communicative activity is carried out. Therefore, the most productive forms of work in small groups (circles, sections, studios and other groups), which make it possible to implement both work on an individual route and mutual communication. Let us consider in more detail the forms of organization of leisure activities. Individual forms permeate all the creative activity of students. And here teachers face one of the most important tasks: to recognize the child, to reveal his talents. Each of them must be interacted with individually. It is important to win over the student, to win his trust. In such forms, great opportunities are hidden for the development of the creative abilities of children. Group forms include creative groups, micro circles, which can be classified as follows:

- 1) studios of the aesthetic cycle;
- 2) associations of the artistic word;
- 3) amateur theatrical troupes, including puppet theaters;
- 4) art studios;
- 5) musical and choir groups, including choreographic studios;
- 6) life aesthetics circles;
- 7) sports and tourist sections<sup>1</sup>.

Group forms of work also include various competitions, competitions, concerts, etc. Some authors distinguish three main types of collective creative activity of

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<sup>1</sup> Mishutina O. V. Organizatsiya dosugovoj deyatel'nosti shkol'nikov: uchebno-metodicheskoe posobie dlya studentov pedagogicheskikh uchebnyh zavedenij. – Balashov: Pechatnoe agentstvo «Spektr», 2016. – 43 p.

children and adolescents, among which the subject of our study is mentioned, namely: collective creative affairs; sports events; role-playing games<sup>1</sup>.

They differ in their target orientation, in the position of the participants in the educational process, in objective educational opportunities. The technology of collective creative activity was developed in the Soviet era by the Leningrad scientist I. P. Ivanov and a group of his colleagues. Its essence is quite simple: children and adolescents themselves look for things they like, make a choice and selection of these things, draw up a plan for their implementation, a kind of directing with the accompaniment and support of a teacher. The teacher brings students to an understanding of the tasks, transmits their experience to them, accepts and corrects all the options proposed by the children, supports creative search, and encourages children to be creative.

Many forms of collective affairs are directly related to the leisure activities of students. This includes educational, labor, and sports forms. In fact, everything that schoolchildren do for their own pleasure, voluntarily, but, of course, within the framework of the current legislation, is their leisure activity. However, there are special games, children's amusements and undertakings that are collective creative activities. They are an effective form of self-education, since all the "external" requirements that adults make of them, children in this case form themselves. These creative works are filled with an atmosphere of fun, laughter, joy, which in itself saturates them with pedagogical value. Leisure of students should become a productive activity, equal to all others in a person's life.

In any form of collective creative work, the main goal is the participation and co-creation of children and adolescents. Each stage of the collective work is the creativity of the child, which must be emphasized as a positive example of socialization. Collective creative work can be very diverse. Each collective creative work is unique, but we can name the main techniques that are used at all stages of the collective creative work.

Role-playing games and events often become a form of collective creative activity, if ideas, content and methods of organization are developed in the course of collective creativity. One of the effective tools of pedagogy is the organization of mass sports events or themed holidays. The holiday has a powerful educational value, it not only leaves a bright emotional trace in the soul of the child, but also enriches with spiritual and moral content. Holidays open up space for creativity for children and teenagers, give rise to positive feelings in the soul. There is a traditional concept of a holiday, which is associated with free time, when some event is celebrated, accompanied by a festive ritual, a symbolic ritual or ceremonial act. At all times in Russia, holidays

<sup>1</sup> Guseva G. B. Kollektivnoe tvorcheskoe delo // Nauka, obrazovanie i kul'tura. – No. 2 (2). 2015. – P. 40–43; Piskareva M. G. Kollektivnye tvorcheskie dela kak uslovie formirovaniya uchenicheskogo kolektiva v nachal'noj shkole // Nauchnyj poisk. – No. 2.4. 2015. – P. 29–30.

affirmed the highest ideals in society: love for the Motherland, freedom, kindness, fidelity, diligence. Holidays united people, made them better, cleaner, more active, more benevolent, which is especially important to start educating in a young citizen from childhood.

The organization of play activities has a great influence on the creative development of schoolchildren. The game is a very special form of leisure activity in which the child learns and rests at the same time. In domestic pedagogy, there are a number of classifications of games, the basis of which was laid by P. F. Lesgaft. One of the classifications belongs to V. I. Loginova, who distinguishes the following games:

- 1) creative: plot-role-playing, dramatization games, construction and constructive games;
- 2) with ready-made content and rules: autodidactic, games, exercises, games-exercises;
- 3) on the use of the material: didactic, subject, desktop-printed, verbal;
- 4) mobile.

The psychological aspects of gaming activity at this stage of the development of science are most thoroughly studied in the works of S. T. Shatsky, P. P. Blonsky, D. B. Elkonin, foreign scientists J. Bruner, J. Piaget and others. In the works of these authors, the game is presented as an independent creative activity. The content of the game invariably affects the formation of the creative personality of the child. Creative play is saturated with emotions, and precisely those that are not yet available to him in life, that is, the compensatory nature of the game as a leisure activity is manifested here from the point of view of the socialization of children. In general, primary school age can be considered the most significant for the creative development of a child. Gaming experience is of particular importance. The inclinations of the artistic development of children are closely connected with the game, since children, creating a game, themselves create and develop in it.

The content of creative games as a form of leisure activity is invented by the children themselves. Freedom, independence, self-organization and creativity of children in this form of games is manifested to the maximum extent. The life impressions received by children are not duplicated mechanically, they are processed in the child's mind, some of them are replaced by others, etc. Children themselves choose the game, organize it themselves.

The child in the game is both a producer, and a director, and an artist, who himself composes words and actions for his role, and a spectator, who perceives them, and a decorator, since he draws pictures and carpets, makes costumes, and also an inventor – creates new designs of houses, cars, new models of dresses.

It should be noted that children's creativity in play is not yet perfect, since this is only the primary form of the activity from which art will subsequently grow. However,

the manifestation of creativity in the game allows the child to better understand the world around him, gives him early life experience, causes the need to express it in his leisure activities. The most conducive to the development of the creative personality of children and adolescents are theatrical games, which are a kind of creative games. The peculiarity of the game is that it is not an ordinary, real life, but a convention constructed by the child's fantasy, an exit into the sphere of activity of an absolutely specific nature. The game is a free manifestation of human leisure activities. It is never imposed and cannot be imposed physically or mentally. The need for play arises independently as a need for entertainment, and occurs only at leisure.

Out-of-school organization of leisure activities for children and adolescents is carried out in clubs at the place of residence, houses of culture, centers for children's creativity and aesthetic education, sports complexes and other institutions. A common form of out-of-school organization of creative leisure activities, as the analysis of pedagogical experience shows, is a club that brings together children of the same interests. It should be emphasized that the socio-pedagogical possibilities of children's and teenage clubs at the place of residence in our country have so far been insufficiently evaluated and used as an educational method by society and the state. The child in such a club is an active actor: in the educational process, an independent creative formation of the personality takes place.

Children's and teenage clubs at the place of residence are centers for organizing children's leisure and at the same time institutions of additional education. Their purpose is the implementation of the process of education, upbringing, satisfaction of the creative, communicative and other needs of children and adolescents. The focus and content of the activities of different age groups of students in clubs is determined by the staffing of specialists, the material base, as well as local conditions, and can be quite diverse.

Group work is most effective in small groups (circles, sections, teams). These are circles of the aesthetic cycle, the artistic word, theatrical groups, sports sections, fine art studios, sports game groups, choreographic studios, arts and crafts, technical modeling, research, etc.

Together with student creativity centers and other out-of-school organizations, the clubs take part in literary, musical and sports and recreational activities, reviews and competitions of artistic creativity, holidays, exhibitions, introduce the best examples of culture, art and sports. The determining factor in the efficiency and effectiveness of all the activities of the club is its teaching staff – an association of specialists of different profiles, people with rich and varied life experience, carrying out joint activities in the upbringing and development of children and adolescents.

Summarizing the above, we note the following. Firstly, leisure activities are a necessary aspect of the life of children and adolescents in conditions of overload with

the educational process and an abundance of information in modern society. Secondly, actual ways of organizing leisure activities, such as games, hiking, creative activities, are the sphere of both schools and various types of additional education organizations. Thirdly, the creative leisure activities of children and adolescents in practice are represented by a significant variety of types and forms, both in extracurricular and extracurricular work with students.

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